WHERE ARE WE NOW?

Hmmmm…who knows?

* What are the NEW demands of 21st Century writers/thinkers?
* Across disciplines…what are the implications?

Has writing changed or just the purposes/audiences/opportunities/demands expectations of and for writers?

* The digital divide
* Reading/writing connections/connections across disciplines
* Argument and inquiry focus
* Read world genres

What we do know: Writing requires flexibility to navigate various purposes/forms, audiences, etc.

21st Century Skills…Dispositions

* Collaboration
* Initiative
* Problem-solvers
* Presentation/communication skills
* Generate ideas for projects
* Depth and application
* Knowing how to learn
* Innovation and adaptability (flexibility)
* Critical consumers and creators of multi-media sources with the ability to9 filter information
* Attend to ethical responsibilities required of complex environments
* Global application/citizenship

21st Century/Writing in the disciplines

* Vision
* Authentic career demands
* CCSS will generate conversations about career readiness and 21st Century skills
* What do professionals say? How do universities prepare students?
* What does it look like?

# Implications

1. Using more electronic resources to prove their points: twitter, face to face interviews via Skype, online texts

* Group process due to more access
* Wider access to many mentor texts (for science, SS, world lang)
* Better at evaluating validity of sources
* More immediacy to current information.

2. Alignment:

* It’s more than just literary analysis.
* Standards and state tests are not aligned. Common Core addresses more literacy through content areas.
* Must have more access to technology every day.
* Need to focus on the 4 Cs: critical thinking, communication, collaboration, creativity
* Content area push to answer the question: What does writing look like in my content?

3. We need to know what kinds of writing do other career areas do.

* We need to consider the needs of not only the college-bound, but also the workforce bound.

4. Currently “dabble” in other forms besides literary analysis or literature based

* Little to no writing instruction in content areas
* Implications:
* Instruction with transparency
* Staff development to unpack disciplinary writing